Overview of the

2005 Accountability Progress Report

California's Accountability System

California's accountability system is based both on state requirements, established by the Public Schools Accountability Act (PSAA) of 1999, and on federal requirements, established by the No Child Left Behind (NCLB) Act of 2001. The primary goal of this system is to measure and help improve the academic achievement of California's 6.3 million public school students enrolled in nearly 10,000 schools in over 1,000 local educational agencies (LEAs).[1]

2005 Accountability Progress Reports

Prior to the start of each school year, an Accountability Progress Report is posted on the Internet for every school and LEA to show how well they are meeting state and federal accountability requirements. This year, the California Department of Education (CDE) posted the 2005 Accountability Progress Reports on its Web site at *http://ayp.cde.ca.gov* on August 31, 2005.

Initiated three years ago, the Accountability Progress Report includes information on the following in 2005:

- **State Academic Performance Index**
  These results focus on schools meeting year-to-year growth in achievement. Each school has its own target for growth in the Academic Performance Index (API), and the target depends on the school's score on the beginning API Base.

- **Federal Adequate Yearly Progress**
  These results focus on schools and LEAs meeting common targets of performance, called Adequate Yearly Progress (AYP). AYP targets increase almost annually until 2014 when all schools and LEAs must have 100 percent of their students performing at the proficient level or above on state tests.

- **Federal Program Improvement**
  This information indicates whether a school or LEA receiving federal Title I funds has been identified for Program Improve-

ment (PI) because it has not met AYP criteria for two consecutive years. Schools and LEAs in PI must implement additional federal requirements.

State API

The API is the cornerstone of state accountability system requirements. Its purpose is to measure the academic performance and growth of schools. The API is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's level of performance. The state API performance target for all schools is 800. A school's growth is measured by how well it is moving toward (or past) that goal.

Public schools (kindergarten through grade twelve) receive two APIs during the year. The first, the API Base, shows a school's current level of academic performance (or rank) and sets goals (or targets) for growth for the following year. The API Base is reported after the start of the calendar year. The second, the API Growth, shows how well those targets were met. This API is reported in the fall. The API Base is subtracted from the next year's API Growth to determine how much the school grew from one year to the next. For example, the 2004 API Base is subtracted from the 2005 API Growth to determine the 2004–05 growth in the API.

Schools must meet schoolwide targets and targets for each numerically significant subgroup to meet state API growth targets.
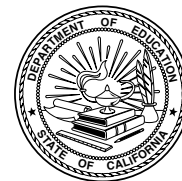
State API Growth Targets

Annual Schoolwide Target

- Growth of 5% of the distance from the school's API to 800
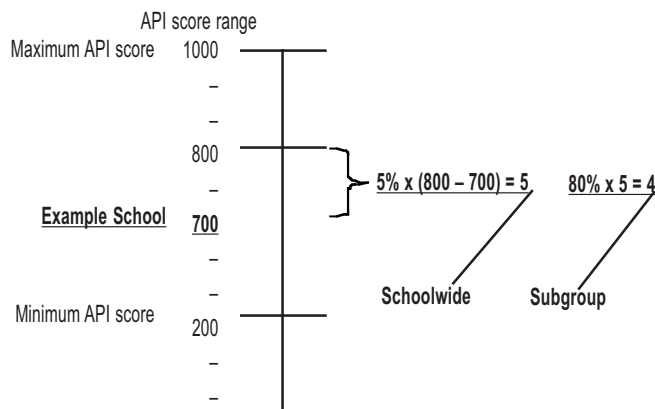
OR

- API of 800 or above

Annual Subgroup Target

- 80% of the schoolwide target

OR

- API of 800 or above

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[1] LEAs are school districts and county offices of education.

Example of State API Growth Targets for a School and its Subgroups

The API is used in both state and federal target criteria. State requirements, however, differ from federal requirements. (See "API Use Differs in State and Federal Criteria" on page 4.)

State API in the Accountability Progress Report

The state API portion of the Accountability Progress Report includes schoolwide and LEA-wide results for the following:

- 2004 API Base, calculated with results of the 2004 Standardized Testing and Reporting (STAR) Program and the 2004 *California High School Exit Examination* (*CAHSEE*)

- 2005 API Growth, calculated with results of the 2005 STAR Program and the 2005 *CAHSEE*

- Amount of growth in the API from 2004 to 2005

- Whether the school met 2004–05 API growth target (for schools only; LEAs do not have API growth targets)

The Accountability Progress Report is updated throughout the school year. The August release includes API scores for schools but not for their subgroups of students within the school. This subgroup information will appear on the 2004–05 API Growth Report that will be released in October 2005.

How State API Results are Used

The API is used in meeting state requirements under the PSAA and federal AYP requirements under the NCLB Act. Under state requirements, if a school meets certain API participation and growth criteria, it may be eligible to receive monetary awards (funding currently not available) or to become a California Distinguished School or National Blue Ribbon School. If a school does not meet or exceed its growth targets and is ranked in the bottom half of the statewide distribution of the API Base, it may

be identified for participation in state interventions programs that are designed to help the school improve its academic performance. Under federal NCLB requirements, the API is one of the indicators for AYP performance targets.

Federal AYP

Federal NCLB requirements measure the academic success of a school or LEA according to how well it meets common performance targets. This measure of academic success is reported in terms of AYP criteria. NCLB requires that all schools or LEAs meet the same academic targets throughout the state.

By law, all California schools and LEAs receive annual AYP results. The 2005 Accountability Progress Report includes all the criteria used to establish AYP. The report includes a breakdown of the participation rates and the percentage of students scoring at the proficient level or above on state tests for the school or LEA and for all numerically significant student subgroups. The report also includes the 2005 API Growth score and the graduation rate, if applicable.

A school or LEA must meet criteria in four areas to make AYP in 2005.

Federal AYP Performance Targets

- Participation rate of 95 percent or greater for the state test results used to establish the percentage of students at the proficient level or above for AYP

- Percentage of students who score proficient or above in English-language arts (ELA) and mathematics as compared to Annual Measurable Objectives (AMOs)[2]

- Growth in the API of at least one point OR a minimum 2005 API Growth score of 590 (different targets than state target requirements)

- A graduation rate of at least 82.9 OR improvement in the graduation rate of at least 0.1 OR improvement in the graduation rate average over two years of at least 0.2

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[2] AMOs are the minimum percentages of students who are required to meet or exceed the proficient level on the state assessments used for AYP.

AYP Targets Increase for 2005

AYP targets for AMOs, API as an additional indicator, and graduation rate increased in 2005 for all schools and LEAs. The target for participation rate for 2005 remains the same at 95 percent.

Increases in AYP Statewide Targets from 2004 to 2005

	Percent Proficient in English-Language Arts	Percent Proficient in Mathematics	API	Graduation Rate
	Change from 2004 to 2005			
Elementary Schools, Middle Schools, and Elementary School Districts	From 13.6 to 24.4	From 16.0 to 26.5	From 560 to 590 minimum OR 1 point growth	From 82.8% to 82.9% minimum
High Schools and High School Districts (with grade levels 9–12 only)	From 11.2 to 22.3	From 9.6 to 20.9		OR +0.1% one-year change
Unified School Districts, High School Districts, and County Offices of Education (with grade levels 2–8 and 9–12)	From 12.0 to 23.0	From 12.8 to 23.7		OR +0.2% two-year change

Determining Subgroups for API and AYP

To be considered numerically significant for the API and AYP, a subgroup must:

- Have at least 50 students enrolled or with valid test scores who make up at least 15 percent of the school's enrollment or total valid test scores

OR

- Have at least 100 students enrolled or with valid test scores

Subgroup results for API and AYP are calculated for the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged

Two additional subgroups are calculated for AYP:

- English learners
- Students with disabilities

Federal PI

The 2005 AYP results are provided prior to the beginning of the 2005–06 school year in accordance with NCLB requirements. A school or LEA that receives federal Title I, Part A, Basic, funds may be identified as PI based upon AYP results if it does not meet AYP criteria for two consecutive years within specific areas. If a school or LEA is identified as PI, it must provide certain types of required services and/or interventions during each year it is identified as PI. A school or LEA is eligible to exit PI if it makes AYP for two consecutive years.

Information on the PI status of a school or LEA also is part of the Accountability Progress Report. PI information includes whether a school or LEA is in PI, the year of PI implementation, and prior PI status.

Categories of Federal Title I Schools	NCLB Options and Services for Students and Parents
Receives Title I funds, Not in PI	■ School provides support programs to eligible Title I students ■ Schools not making AYP for two years in a row identified as Program Improvement (PI) schools
Year 1 in PI	■ Parents or guardians eligible to send their children to a non-PI school and to receive transportation at school district expense ■ Revise school plan within three months
Year 2 in PI	■ Same services as Year 1 PI school ■ Supplemental services, such as tutoring, provided to all eligible students
Year 3 in PI	■ Same services as Year 2 PI school ■ District corrective action to improve the school
Year 4 in PI	■ Same services as Year 3 PI school ■ New alternative governance plan for school
Year 5 in PI	■ Same services as Year 4 PI school ■ Implement alternative governance plan

Schools identified as PI must notify parents/guardians about the PI status and offer school choice with paid transportation to students for the 2005–06 school year to attend another public school that is not PI in the LEA. Some schools in PI also may need to provide supplemental services, such as tutoring to eligible students in the school, and be subject to other federal corrective actions.

An LEA that is identified as PI also must notify its parents/ guardians about its PI status, develop or revise its improvement plan, implement the revised plan, and provide additional high-quality staff development for its teachers.

API Use Differs in State and Federal Criteria

Meeting state API requirements is not the same as meeting federal AYP requirements, particularly relating to API measurements. The API is used in both state and federal target criteria, but the use of the API differs. Under state requirements, a school must increase its API score by five percent of the difference between the school API and 800 OR maintain a score of 800 or above. Under federal requirements, a school or LEA must have a minimum API of 590 OR have at least one point growth in the schoolwide API in addition to the other federal AYP targets (participation rate, percent proficient, and graduation rate).

Federal Requirements for English Learners

NCLB also requires LEAs that receive funds under Title III to meet targets for English learners. Those targets include making annual progress in learning English and attaining English language proficiency on the *California English Language Development Test* (test used in California to measure English proficiency). Separate from the 2005 Accountability Progress Report, the 2004–05 Title III Accountability Report is to be released in September 2005 and will provide results of how well LEAs met the Title III accountability targets.

Additional Information

- More information about the API is located on the CDE Web site at *http://www.cde.ca.gov/ta/ac/ap/* or at (916) 319-0863 (phone).
- More information about the Accountability Progress Report and the AYP is located on the CDE Web site at *http://www.cde.ca.gov/ta/ac/ay/* or at (916) 319-0875 (phone).
- More information about PI is located on the CDE Web site at *http://www.cde.ca.gov/ta/ac/ti/programimprov.asp* or at (916) 319-0854 (phone).
- More information about federal Title III requirements is located on the CDE Web site at *http://www.cde.ca.gov/sp/el/t3/acct.asp* or at (916) 319-0845 (phone).

State Test Results Used in API and AYP Calculations

California's students are tested annually under the requirements of the Standardized Testing and Reporting (STAR) Program and the *California High School Exit Examination* (*CAHSEE*). The STAR Program tests include the *California Standards Tests* (*CSTs*), the *California Alternate Performance Assessment* (*CAPA*), and the *California Achievement Test, Sixth Edition Survey* (*CAT/6 Survey*). The *CSTs*, *CAPA*, and *CAHSEE* are based on California's curriculum content standards, which are recognized as some of the most rigorous content standards in the nation. The *CAPA* is a standards-based test for students with significant cognitive disabilities who are unable to take the *CSTs*, even with modifications. The *CAT/6 Survey* is a nationally normed test.

Acacemic Performance Index (API)	Adequate Yearly Progress (AYP)
California Standards Test (CSTs)	

■ English-language arts, mathematics, history-social science, and science
  • Grades two through eleven
	■ English-language arts and mathematics
	  • Grades two through eight

California Alternate Performance Assessment (CAPA)	

■ English-language arts and mathematics
  • Grades two through eleven
	■ English-language arts and mathematics
	  • Grades two through eight and ten

California High School Exit Examination (CAHSEE)	

■ English-language arts and mathematics
  • Grades ten and eleven
  • Passed = 350 or above score
	■ English-language arts and mathematics
	  • Grade ten
	  • Proficient = 380 or above score

California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)	
■ Reading/langauge arts, mathematics, spelling • Grades three and seven	■ Not used in AYP